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M. What shall be the field and the function of this body? Shall it be strictly professional and official? Or shall it represent our democratic spirit and our forecast, introducing the element of public policy and prophecy even into technical discussion, bringing together the men and women from all sides and expressing all the work and movements? Our work is well under way. The morning hours are passed and the day is well toward noon.

L. H. BAILEY

### UNIVERSITY REGISTRATION STATISTICS

THE registration returns for November 1, 1915, of thirty of the universities of the country will be found tabulated on a following page. These statistics show only the registration in the universities considered. There is no intention to convey the idea that these universities are the thirty largest universities in the country, nor that they are necessarily the leading institutions.

The largest gains in terms of student units, including the summer attendance, but making due allowance by deduction for the summer session students who returned for instruction in the fall, are registered by California (2,375), Pennsylvania (900), Minnesota (892), Chicago (837), Columbia (594), and Pittsburgh (594), New York University (514), Ohio State (508), Illinois (486), Missouri (483), Cornell (412), Iowa State (370), Michigan (365), Northwestern (336), Cincinnati (334), Western Reserve (302).

The University of California shows a large gain of 2,375 students; no other institution shows a gain of more than 1,000 as against four last year. However, sixteen institutions (listed above) show gains of more than 300 as against fourteen last year and ten the year before. The fourteen institutions last year were Columbia, California, Pittsburgh, Ohio State, Wisconsin, Harvard, New York University, Minnesota, Pennsylvania, Illinois, Nebraska, Cornell, Cincinnati, and Michigan. Of these Wisconsin, Harvard and

Nebraska are not included this year in the group, and Chicago, Missouri, Iowa State, Northwestern, and Western Reserve are included this year but were not last year.

Four institutions as against one last year show decreases in grand total attendance. They are Tulane, Washington University, Harvard and Princeton. Exclusive of summer sessions Western Reserve and Wisconsin show decreases, Washington University and Princeton not having summer sessions.

Omitting the enrollments in the summer session, the universities showing the largest gains for 1915 are Pennsylvania (916), Minnesota (739), Pittsburgh (594), Ohio State (502), New York University (438), Chicago (437), Illinois (374), California (363), Missouri (361), Cincinnati (334), Cornell (314), Michigan (299), Columbia (290), Nebraska (288), Harvard (274), Iowa State (255), Northwestern (208), Indiana (201). Eighteen show gains of more than 200 as against fourteen last year and twelve the year before last. Of the eighteen thirteen are in the west and far west and five are in the east. A similar list last year consisted of eight western and six eastern institutions.

According to the enrollment figures for 1915, the thirty institutions, inclusive of the summer sessions, rank as follows: Columbia (11,888), California (10,555), Chicago (7,968), Pennsylvania (7,404), Wisconsin (6,810), Michigan (6,684), New York University (6,656), Harvard (6,351), Cornell (6,351), Illinois (6,150), Ohio State (5,451), Minnesota (5,376), Northwestern (4,408), Syracuse (4,012), Missouri (3,868), Texas (3,572), Pittsburgh (3,569), Nebraska (3,356), Yale (3,303), Iowa State (3,138), Kansas (2,806), Cincinnati (2,524), Indiana (2,347), Tulane (2,160), Stanford (2,061), Western Reserve (1,825), Princeton (1,615), Johns Hopkins (1,586), Washington University (1,264), Virginia (1,008).

A comparison shows that the following eighteen universities hold the same relative positions (indicated by the numerals following the name) as was held last year. Columbia (1), California (2), Chicago (3), Cornell (9),

Illinois (10), Ohio State (11), Minnesota (12), Northwestern (13), Syracuse (14), Missouri (15), Texas (16), Nebraska (18), Iowa State (20), Kansas (21), Stanford (25), John Hopkins (28), Washington University (29), and Virginia (30). The other twelve institutions shift about as follows: Pennsylvania advances to fourth position, forcing Wisconsin back to fifth. Harvard, holding sixth position last year, falls back to the eighth, and Michigan and New York move up a notch. Pittsburgh formerly nineteenth, exchanges with Yale for the seventeenth position and Tulane drops back two places, thus advancing Cincinnati and Indiana. Western Reserve and Princeton change about.

If the summer session enrollment be omitted the universities in the table rank in size as follows: Columbia (7,042), Pennsylvania (6,655), California (5,977), New York University (5,853), Michigan (5,821), Illinois (5,511), Harvard (5,435), Cornell (5,392), Ohio State (4,897), Wisconsin (4,868), Minnesota (4,679), Chicago (4,324), Northwestern (4,153), Syracuse (3,830), Pittsburgh (3,569), Yale (3,303), Nebraska (3,067), Missouri (3,043), Iowa State (2,704), Texas (2,611), Cincinnati (2,524), Kansas (2,470), Stanford (2,048), Indiana (1,771), Princeton (1,615), Western Reserve (1,469), Tulane (1,321), Washington University (1,264), Johns Hopkins (1,173), Virginia (1,008).

A comparison shows that the relative positions of thirteen of the universities remain unchanged, and that the changes in the position of the remaining seventeen institutions involve only the shifting about of pairs—except in one instance. These shifts include the following, the first in each case having the advantage. New York and Michigan, Illinois and Harvard, Ohio State and Wisconsin, Pittsburgh and Yale, Cincinnati and Kansas, Indiana and Princeton, and Tulane and Washington. Northwestern is now thirteenth, Minnesota and Chicago advancing a step thereby.

Including the summer sessions the largest gains in the decade from 1905 to 1915 were made by Columbia (7,133), California (6,924), Pennsylvania (3,873), New York University

(3,744) Wisconsin (3,727), Chicago (3,411), Ohio State (3,394), Illinois (2,515), Cornell (2,480), Texas (2,382), Michigan (2,163). The same group made the largest gains in the decade 1904 to 1914. Considering the gains in the last ten years of the thirty institutions, it is of interest to note that although the state institutions have had wide public attention because of their phenomenal growth a study shows that the other institutions of the group have also made noteworthy advances, approximately equalling in the aggregate the growth of the state universities.

Considering now the individual schools of the various universities, in the number of college undergraduates, California leads with 1,294 men and 2,023 women, followed by Harvard with 2,516 men and 653 women (Radcliffe College); Michigan with 1,986 men and 890 women; Minnesota with 993 men and 1,074 women; Chicago with 1,161 men and 851 women; Wisconsin with 850 men and 970 women; Columbia with 1,118 men and 656 women; Nebraska with 780 men and 826 women; Texas with 835 men and 767 women; Kansas with 873 men and 678 women; Iowa with 741 men and 762 women; Yale with 1,489 men; Indiana with 837 men and 597 women; Syracuse with 1,430 men and women; Missouri with 792 men and 588 women; Northwestern with 645 men and 711 women; Princeton with 1,306 men; Ohio State with 853 and 430 women; Stanford with 820 men and 401 women.

In engineering, Michigan now leads with 1,498 students followed by Cornell with 1,347, Illinois with 1,148, Yale with 1,039, Ohio State with 841, Wisconsin with 758, California with 712, Pennsylvania with 611, Minnesota with 578, Missouri with 564, Cincinnati with 474, and Stanford with 434. In law, Harvard holds the lead with 786 students, New York University with 726, Columbia with 471, Michigan with 431, Texas with 340, and Northwestern with 314 following in order.

The largest medical school is at New York University, where 509 students are now enrolled. Michigan has 378 students registered in medicine; California, 373; Johns Hopkins,

371; Tulane, 350; Harvard, 340; Pennsylvania, 340; Minnesota, 258; Northwestern, 238; Illinois, 226; Ohio State, 222; Texas, 216; and Chicago, 200. The non-professional graduate school of Columbia with 2,065 students is by far the largest. Chicago follows with 617; then Harvard with 587, California with 560, Pennsylvania with 548, Illinois with 403, Cornell with 395, New York University and Yale with 348 each, and Wisconsin with 322. Cornell continues to hold the lead in agriculture, with 1,608 students, followed by Illinois with 1,067, Wisconsin with 972, Ohio State with 970, Minnesota with 648, California with 581, Missouri with 560 and Nebraska with 512. The three universities reporting courses in architecture are Pennsylvania with 254 students, Illinois with 167, and Cornell with 166. The students in other institutions registered in architecture are listed in other schools of their respective universities. Washington University with 188 students leads in art, followed by Syracuse with 182, Nebraska with 65, Tulane with 61, Yale with 47, and Indiana with 43.

The school of commerce of New York University has 2,639 students. Pennsylvania's school follows with 1889 students, Pittsburgh's with 916, Northwestern's with 741, Wisconsin's with 542, Illinois' with 527, and California's with 308. Pennsylvania leads in dentistry with 744, followed by Northwestern with 666, Minnesota with 373, Michigan with 351, Iowa State with 303, Pittsburgh with 259, Harvard with 234. Of the four universities reporting schools of divinity, Northwestern has the largest with 196 students as against Chicago's 137, Yale's 105, and Harvard's 72.

The school of education at Columbia numbers this year 1,972 students as compared with 897 at Pittsburgh, 514 at Ohio State, 451 at Texas, 445 at New York University, 432 at Indiana, 413 at Cincinnati, 390 at Syracuse, and 352 at Chicago.

In forestry Syracuse leads with 292; then comes Ohio State with 44, Minnesota with 41, Yale 32 and Harvard with 4. New York University has the largest school of journalism with 151 students. Columbia fol-

lows with 143, Wisconsin with 116, Missouri with 94, Indiana with 75, and Texas with 46. With 86 students, Syracuse leads in library economy, followed by Illinois with 39, Wisconsin with 34, Western Reserve with 27, Iowa State with 20, and Indiana with 7. Syracuse also leads in music with 836 students enrolled. Northwestern reports 326, Kansas 110 and Texas 109. The pharmacy school of Columbia numbers 462. The next largest school is at Pittsburgh, where 240 are enrolled; then comes Illinois with 195, Western Reserve with 120, and Michigan with 114. The course in veterinary medicine at Ohio State numbers 160, at Cornell 145, and at Pennsylvania 144.

All of the above figures are for individual schools and colleges and are exclusive of the summer-session attendance. The largest summer-session in 1915 was at Columbia, where 5,961 students were enrolled. At California a phenomenal increase of 2,012 brought the enrollment of their summer-session to 5,364. Attendance at the summer-session of the University of Chicago was 4,369, at Wisconsin 2,780, at Michigan 1,677, at Cornell 1,509, at Texas 1,265, at Minnesota 1,141, at Missouri 1,135, at Pennsylvania 1,065, at New York 1,063, at Tulane 1,037, at Ohio State 1,029, and at Illinois 1,028.

The following paragraphs are explanatory of statistics appearing herewith with some additional information.

A study of the student enrollment in the scientific schools of mines, engineering and agriculture at Columbia University shows a steady decrease in enrollment corresponding to a steady increase of admission requirements now based upon a collegiate course of at least three years.

It is interesting to note that of the 1,608 students of agriculture at Cornell, 290 are women. There are seven women enrolled in the law school of that University, twenty-one in medicine, three in architecture, and one in mechanical engineering.

At the University of Cincinnati two years of college work has been added as a prerequisite for entrance to the school of household arts. This has resulted in a decrease of 42

	California	Chicago	Cincinnati	Columbia	Cornell	Harvard (Inc. Radcliffe)	Illinois	Indiana	Iowa State	Johns Hopkins	Kansas	Michigan
College, Men . . . . .	1294	1161	315	1118	1007	2516	599	833	741	321	863	1986
College, Women . . . . .	2023	851	543	656	341	653	520	597	762	.....	678	890
Scientific Schools <sup>1</sup> . . . . .	712	.....	474	341	1347	10	1148	389	245	.....	386	1498
Law . . . . .	158	235	.....	471	234	786	86	98	153	.....	166	431
Medicine . . . . .	116	200	92	373	170	340	226	151	164	371	128	378
Non-professional graduate Schools . .	560	617	139	2065	395	587	403	92	158	239	108	267
Agriculture . . . . .	581	.....	.....	.....	1608	.....	1067	.....	94	.....	.....	.....
Architecture . . . . .	14	.....	.....	87	166	54	167	18	.....	.....	27	3
Art <sup>2</sup> . . . . .	3	.....	9	.....	.....	.....	3	43	19	.....	19	.....
Commerce . . . . .	308	.....	196	.....	.....	179	527	116	100	.....	.....	3
Dentistry . . . . .	141	.....	.....	.....	.....	234	127	.....	303	.....	.....	351
Divinity . . . . .	.....	137	.....	.....	.....	72	.....	.....	.....	.....	.....	.....
Education . . . . .	3	352	413	1972	.....	.....	3	432	262	.....	197	3
Forestry . . . . .	.....	.....	.....	.....	.....	4	3	.....	.....	.....	.....	3
Journalism . . . . .	.....	.....	.....	143	.....	.....	3	75	16	.....	.....	3
Library Economy . . . . .	.....	.....	.....	.....	.....	.....	39	7	20	.....	.....	3
Music . . . . .	3	.....	.....	.....	.....	.....	59	77	80	.....	110	.....
Pharmacy . . . . .	93	.....	.....	462	.....	.....	195	.....	72	.....	54	114
Veterinary Medicine . . . . .	3	.....	.....	.....	145	.....	.....	.....	.....	.....	.....	.....
Other Courses . . . . .	.....	1020	749	.....	.....	.....	349	.....	96	286	.....	.....
Deduct Double Registration . . . . .	23	249	406	646	21	.....	1	1157	581	42	266	94
Total . . . . .	5977	4324	2524	7042	5392	5435	5511	1771	2704	1173	2470	5821
Summer Session 1915 . . . . .	5364	4369	.....	5961	1509	916	1028	861	668	487	569	1677
Deduct Double Registration . . . . .	786	725	.....	1115	550	.....	389	285	70	74	233	814
Grand Total 1915 . . . . .	10555	7968	2524	11888	6351	6351	6150	2347	3138	1586	2806	6684
Grand Total 1914 . . . . .	8180	7131	2190	11294	5939	6411	5664	2163	2768	1374	2650	6319
Grand Total 1912 . . . . .	6457	6351	1924	9002	5412	5729	4315	2192	1944	1058	2403	5620
Grand Total 1910 . . . . .	4552	5883	1416	7411	5169	5329	4659	2132	1957	890	2246	5339
Grand Total 1905 . . . . .	3631	4557	.....	4755	3871	5283	3635	1377	1700	688	1706	4521
Extension and Similar Courses . . . .	6859	.....	322	4606	549	1300	.....	339	16	.....	725	350
Officers and Instructional Staff . . . .	587	315	300	995	.....	.....	657	202	298	.....	218	565

<sup>1</sup> Includes Schools of Mines, Engineering, Chemistry and related subjects.

students. On the other hand the colleges of the university have shown a gratifying increase.

The decrease in registration at the University of Illinois, as in the case of other schools, is due to increased entrance requirements. Generally speaking, a decrease is almost certain when entrance requirements or tuition are increased. An increase in students following such action is the exception.

Connected with its college of liberal arts, the State University of Iowa has a department of graphic and plastic arts on the same basis as the departments of Latin, Greek, mathematics, etc., and courses in this department are offered toward a bachelor's degree. The school of music, by state action, has been made

a department of the college, but not all of the courses are accepted toward a bachelor's degree. The course in journalism, the college of education and the school of commerce are in fact departments of the college of liberal arts. These have no separate faculty organization apart from the organization of the faculty of the college of liberal arts.

At Johns Hopkins University, large increases are noticeable in the "College Courses for Teachers" and in the junior courses. The reasons may be summarized as follows: The university has established the degree of Bachelor of Science in Education, and has opened the courses to students enrolled in other departments. The increase in the Summer Courses is due; first, to the addition, for the

Minnesota	Missouri	Nebraska	New York University	Northwestern	Ohio State	Pennsylvania	Pittsburgh	Princeton	Stanford	Syracuse	Texas	Tulane	Virginia	Washington University	Western Reserve	Wisconsin	Yale
993	792	780	597	645	853	528	439	1306	820	1430	835	239	522	201	418	850	1489
1074	588	826	242	711	430	165	165	401	401	767	226	226	271	440	970	758	1039
578	564	317	270	98	841	611	314	134	434	285	283	136	114	171	109	175	117
165	118	153	726	314	163	254	180	173	260	340	77	236	134	109	180	98	59
258	94	118	509	238	222	340	129	85	114	216	350	112	105	180	30	322	348
220	154	234	348	114	192	548	121	175	148	140	71	11	45	69	30	972	.....
648	560	512	.....	.....	970	.....	.....	.....	.....	144	35	.....	.....	.....	.....	.....	.....
76	.....	.....	.....	.....	90	254	.....	.....	.....	54	51	21	.....	33	.....	.....	.....
.....	.....	65	.....	.....	.....	.....	.....	.....	.....	182	.....	61	.....	188	.....	.....	47
.....	14	236	2639	741	.....	1889	916	.....	.....	.....	97	169	.....	.....	.....	542	.....
373	.....	75	.....	666	160	744	259	.....	.....	.....	.....	69	.....	140	187	.....	.....
.....	.....	.....	.....	196	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	105
88	285	255	445	.....	514	225	897	.....	.....	390	451	90	.....	.....	.....	39	.....
41	.....	.....	.....	.....	44	.....	.....	.....	.....	292	.....	.....	.....	.....	.....	.....	32
.....	94	.....	151	.....	.....	.....	.....	.....	.....	.....	46	8	.....	.....	.....	116	.....
73	.....	.....	.....	326	.....	27	.....	.....	.....	86	.....	.....	.....	.....	27	34	.....
99	.....	52	.....	71	94	.....	240	.....	.....	836	109	29	.....	.....	.....	82	98
.....	.....	.....	.....	160	144	.....	.....	.....	.....	.....	52	13	.....	.....	120	36	.....
22	.....	26	.....	276	263	1091	.....	.....	.....	93	140	.....	.....	.....	.....	1	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
29	226	556	100	243	99	.....	91	.....	13	476	882	178	21	48	42	127	31
4679	3043	3067	5853	4153	4897	6655	3569	1615	2048	3830	2611	1321	1008	1264	1469	4868	3303
1141	1135	610	1063	359	1029	1065	.....	.....	77	311	1265	1037	.....	.....	361	2780	.....
444	310	321	260	104	475	316	.....	.....	64	129	304	198	.....	.....	5	838	.....
5376	3868	3356	6656	4408	5451	7404	3569	1615	2061	4012	3572	2160	1008	1264	1825	6810	3303
4484	3385	3199	6142	4072	4943	6504	2975	1641	1893	3913	3371	2441	902	1345	1523	6696	3289
3737	2871	2811	4543	3632	3608	5287	1883	1568	1670	3529	3016	2249	799	958	1378	5141	3265
4972	2678	2733	3947	3543	3181	5187	.....	1451	1648	3248	2597	1985	688	796	1274	4745	3287
3940	1887	2635	2912	2791	2057	3430	.....	1361	1606	2776	1190	838	696	.....	856	3083	3477
1044	256	907	1732	.....	.....	665	500	.....	.....	.....	1186	105	.....	607	222	3798	.....
.....	302	506	490	480	481	600	395	232	363	315	237	342	112	218	261	685	616

<sup>2</sup> Includes painting and sculpturing.<sup>3</sup> Included elsewhere.

first time, of graduate courses, for which credit may be secured towards the fulfillment of the requirements for the degree of Master of Arts; second, to the accrediting of the summer college courses toward the Bachelor of Science in Education degree (referred to above); third, to the establishment of a state law requiring attendance by state teachers upon a junior school; and fourth, to the permissible substitution of summer courses for attendance upon teachers' institutes.

The University of Michigan law school shows a loss of about fifty students due to a new requirement of two years of collegiate work for admission in place of the one year requirement which had been in force the pre-

vious three years. In the college of literature, science and the arts the gain was unexpected; the gain in women students being probably due to the opening of two new residences for women.

Part of the increase in the college of science, literature and the arts at the University of Minnesota is the result of an announcement of special courses arranged for the Twin City teachers which met with a gratifying response. The large increase in the college of dentistry is due to a dual freshmen enrollment, the last in the three-year course, and the first in a four-year course established this year. The maximum number of students were admitted to the freshmen class in the three-year course and

ninety students were admitted to the first-year class in the four-year course.

The large increase in registration in the scientific schools in the University of Missouri is due to the fact that beginning with the present year the school of engineering admits high-school graduates instead of requiring two years of college work for admission. No change has been made in the actual time required for securing the degree in engineering, but the first two years of the curriculum are now given in the school of engineering instead of in the college of liberal arts, resulting in a corresponding decrease, however, in the number of men in college. The professional schools show an increase, but the largest increase is in the school of education, due chiefly to the growing number of graduates of normal schools and colleges who continue their work in the university. A part of the development of the university in recent years has been due to a system of accredited junior colleges throughout the state.

The 645 men at the college of liberal arts of Northwestern University include 90 students in engineering who are registered for the bachelor's degree, and a small group of pre-legal students who are taking their first year's work in Evanston. Although the total number of students in the school of music shows a decrease, the enrollment of full time students is larger than last year.

The increase in entrance requirements to the professional colleges of law and medicine at Ohio State University naturally brought a loss in number, but this is also a part of the cause of a large increase in the college of liberal arts. The college of medicine now requires two years of academic work for admission, and has increased its curriculum from three to four years.

The summer school of the University of Virginia is conducted apart from the regular university session although credit is given by the university for certain work done. The summer school is one of several conducted in different parts of the state and had an enrollment in 1915 of 1,325.

The new summer school at Western Reserve

opened with an enrollment of 361 students. The courses for teachers almost doubled in registrations over last year. The visiting nurses' class has five, and the course in advertising twenty-one.

The increase in the school of fine arts and music at Yale is probably due to conditions abroad which prevent students going to Paris, Berlin and other art centers. Although the total registration in the graduate school is less than last year, the number of candidates for the degree of master of arts and of doctor of philosophy is slightly increased.

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### ACADEMIC FREEDOM AND ACADEMIC TENURE

THE committee on academic freedom and academic tenure of the American Association of University Professors, of which Professor E. R. A. Seligman, of Columbia University, is chairman, presented its report at the annual meeting on January 1. The first part of the report (printed in *School and Society*) is a general declaration of principles, some twenty pages in length; the second part consists of practical proposals which are as follows:

As the foregoing declaration implies, the ends to be accomplished are chiefly three:

*First:* To safeguard freedom of inquiry and of teaching against both covert and overt attacks, by providing suitable judicial bodies, composed of members of the academic profession, which may be called into action before university teachers are dismissed or disciplined, and may determine in what cases the question of academic freedom is actually involved.

*Second:* By the same means, to protect college executives and governing boards against unjust charges of infringement of academic freedom, or of arbitrary and dictatorial conduct—charges which, when they gain wide currency and belief, are highly detrimental to the good repute and the influence of universities.

*Third:* To render the profession more attractive to men of high ability and strong personality by insuring the dignity, the independence and the reasonable security of tenure, of the professorial office.